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ABSTRACT

Ten units of first grade language instruction are presented in English, as a course guide for teachers who are expected to use only an Algonkian language in the classroom. The units, which are thematically titled (e.g. "The Little House"), cover two to four weeks' teaching time each. Classroom activities involve a variety of realia. Parallel to the list of activities is a guide to the grammatical or lexical principle each activity is intended to rehearse. Several "talking books" with tape scripts are appended as realia for specific units. (JB)

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Indian and Inuit Affairs Program
Education and Cultural Support Branch

Teaching an Algonkian Language as a Second Language

A Core Program for Grade One

2

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This course has been written and field-tested by members of the Native Language Project Teams, Ontario Regicn, Department of Indian and Northern Affairs, 1974–76. It is presented in the hope that, increasingly, children will learn to speak their native language with fluency and enjoyment.

Teaching the Grade One Course

Basic Method
(read carefully)

- Use *only* the native language in the classroom. English should never be used, except in extreme emergencies.
- Talk naturally, *as if* the children understood the native language well, but by gestures, pictures and all means possible, support the meaning of what you are saying to help the children understand things they haven't heard before.
- Use much more language than what is written for each lesson. The special language for each section indicates what the child should actually learn to say, but *you* must say much more than this (casually) to build a rich language background for the children.
- For the first few weeks of grade one, don't insist that the children speak the native language, but encourage them to do so. By the middle of October, however, all the children should be replying in the native language, and English should have no place in the classroom. English use, if it continues, can best be discouraged by:
  Disregarding English utterances
  Pretending not to understand English
  Saying (in the native language) "say it again".
- When a child makes an effort to say something in the native language, show him how pleased you are and disregard any faults there may be in his speech. As he uses the language increasingly he'll begin to correct his own errors. Your laughter, or an over-correction of errors will embarrass him and discourage him from talking in his new language.
- Keep your class interesting, lively, and a *happy* place to be. Ensure that the language you are teaching is used in natural ways about interesting things and under happy circumstances. This will encourage your pupils to enjoy and use their new language more and more.

Suggestions for the Teacher*

Organization of the Course

1. Units

Read the *whole* unit over before starting to plan any of the lessons you will teach in the unit. Each unit is written around an *interest topic*, and has one or more *structural items* and a recommended *time period*.

The *interest topic* provides something to talk about and to do things with. We can't "talk about talking"; we talk about real things. The more interested the children become in the topic, the less self-conscious they will be about the language they are learning. The less self-conscious they are, the more effectively they will learn the language. So develop your topic well enough to capture and hold each child's interest.

The mastery of *structural items*, as given in the *teaching points* at the beginning of each unit, should be your goal for each unit. Mastery of specific vocabulary is *not* a primary goal. At the conclusion of each unit, evaluate your teaching on the basis *not* of how many new words the children have recognized, but on the basis of how well they handle the *structures* you have been teaching.

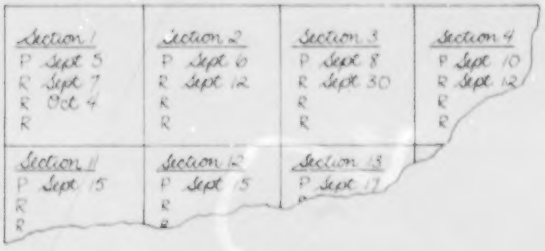
Plan to stick to the *time period* as closely as possible. If you go one or two days over or under once in awhile it is not too serious, *but* if you are continuously taking more or less time than is indicated, you may wish to take a serious look at your teaching methods and adjust them accordingly. Less than the recommended time will not give enough practice with any given structure. More than the suggested time will exhaust the children's interest in the topic, and lack of interest makes for bad language learning.

2. Sections

Within each unit are several sections and each section is numbered. There are 90 sections in all in the grade one course. These sections are *not* intended to be lessons. They are *steps* to be followed in teaching the unit. Some steps are easy and you may want to have two or even more sections in one lesson. Other steps are more involved and it may take several lessons to cover them.

In planning a unit, decide what proportion of your time you want to spend on each section. Then, on the basis of total time allotted to the unit, write beside each section the amount of time you will spend on it.

Sections are numbered continuously through the whole year so that it will be easy to refer back to previous sections for review, and so on. It is suggested that you keep a page somewhere in your plan book on which you record each review of the sections. This page might be organized something like this:



In this sketch, "P" stands for the initial presentation, and "R" for review. By keeping a page such as this, you can see at a glance what sections need further review.

You will notice that a number of sections in each unit are devoted to two special kinds of review: integration and consolidation. Integration lessons seek to take material just learned and integrate (or join and apply) it with material previously learned. Consolidation lessons take material just learned and use it in various ways to strengthen the children's ability to handle it.

*Note: For a list of terms used in this course, see the Glossary, page 69.

3. *Lessons*

It is up to the teacher to plan each lesson. It is strongly recommended that a daily record of lesson plans be kept.

Since choice of much of the vocabulary to be used is left to the teacher, it is also important to keep accurate records of the vocabulary that actually has been chosen. In selecting vocabulary, choose words that are:

Easy enough for the children to master
Interesting enough to make them *want* to learn
Useful enough for them to practise outside of class.

4. *Adjusting the Course*

This course is designed to be taught in 30 weeks. The average school year is about 38 weeks, but often the native language teacher loses time at the beginning and end of the school year and at Christmas and spring breaks. Therefore, depending on *your* circumstances, the course may need to be shortened or lengthened a little.

In addition, no two classes are exactly alike: Some will learn quickly and you may find the course is a little too easy for them. For other classes, the course may be a little too difficult, because of lack of language background, shyness, lack of opportunity to practise language outside of school, and so on.

For reasons of time or class ability, you may wish to adjust the course slightly. What are some ways this may be done?

- To lighten the course, reduce the amount of vocabulary taught. Do *not* omit structures. To enrich the course, add more items of vocabulary, without changing the structures. For example, in Unit 7, vocabulary could be adjusted thus:

Simplified Unit
(his, my, your)
his arm
his leg
his stomach
his tooth
his head

Regular Unit
all of Simplified Unit, plus:
his ear
his eye
his nose
his mouth
his hair

Enriched Unit
all of Regular Unit, plus:
his hand
his foot
his neck
his finger
his toe

- To further lighten the course, omit the following sections: 28, 36, 42, 56, 57, 61, 66, 71, 72, 80, 81.
- To further enrich the course, teach the *Language Enrichment* portions as extra sections. Teach little songs whose language structures and vocabulary complement the lessons, or put together short skits, using structures being learned.

Who Are Your Students?

This course is designed for children who have already had a year of instruction at the kindergarten level. If your grade one class has had no previous instruction, use the kindergarten course with them one year, and the grade one course the following year.

It may be that most of your class took the kindergarten course last year but that there are a few new children with no native language background. They will likely be able to catch up fairly well, as the rest of the class will be there to help them. However, remember that they lack the passive language background of the others. You will therefore have to take

extra precautions to make them feel comfortable and to help them understand what is being said. (Do not, however, speak English to them: this would make it harder rather than easier for them to catch up).

Preparing to Teach This Course

1. Preparation of Language Materials

It is likely that a number of the English sentences given in this course will sound awkward or even ridiculous in your dialect. Be sure to let your good sense tell you how to adjust the language of the course so that what you teach sounds like normal everyday speech in your community. Some *Language Notes* are scattered throughout the course for your guidance, but where you run into a language problem and there's no note for it, be guided by your own feeling for the language. This course is intended as a guide and to give suggestions; it is not a list of unchangeable rules to follow.

It would be most useful to go through the whole course by yourself or with another fluent speaker, marking necessary language changes, before beginning to teach.

2. Preparation of Teaching Materials

A list is given on page 66 of all materials you will need. Collect those things that you can obtain and put them in boxes labelled according to the unit in which you will use them.

- Pictures

There are pattern drawings given in this book for some of the pictures you will need. All of these must be enlarged before you can use them. As a general rule, the larger you make them the more effective they will be as teaching tools.

To adapt: Make any changes you wish in the drawings. The nearer the pictures are to local familiar things the better. For instance, the family members in Unit 2 could be changed to make their clothing look like what people wear in your community.
To enlarge: Trace the picture onto an overhead acetate sheet. Project the acetate onto the wall with the overhead projector. Move the projector toward or away from the wall until the picture is the size you need. Then put your paper on the wall and trace the picture.
To finish: Use heavy cardboard whenever possible. A good method is to make your picture on Bristol board and then glue this with rubber cement to heavy-duty corrugated cardboard. Use felt pens to colour your pictures. Colouring should be bold and bright. Some teachers like to spray their finished work with urethane to give it a hard, wipe-proof finish. (*Warning*: if you plan to spray with urethane, use *water soluble* felt pens; urethane dissolves "permanent" inks.) Where suitable, cut out the shapes of the pictures.

- Talking Books

These are very important to your teaching. See pages 46 to 65 for pictures and tape scripts. To make talking books, enlarge and colour each picture as indicated above, one picture to one sheet of light-coloured Bristol board. Attach all Bristol board pages together in order by using plastic rings at the left side of each big page to form a book. Next, record the dialogue for each book. Make sure it is clear and natural-sounding – not too fast and not too slow. Use various voices to give a conversational effect when this is indicated. Record a little signal (a fork hitting a water glass is good) to show when it's time to turn the page. If possible, use cassette tapes so the children can use them themselves later on.

It is also recommended that in addition to the big classroom talking book you make small individual ones. These can be used at activity centres with a listening station or sent home with the children after they have learned the language in the book. To make small books, enlarge each picture to an 8½ x 11 inch size, run off a number of copies, and staple pages

together or punch and place in binders.
If you are teaching in your own classroom, setting up the listening station should pose no problem. However, if you move from room to room, it is suggested that you arrange with each classroom teacher to assist you by taking a turn with the listening station (this week in Miss Jones's class, next week in Mr. Smith's, etc.). Most teachers will likely be pleased to allow their pupils to use these talking books in their free activity times, thus giving the children more, not less, time to practise.
Talking book review: At the beginning of the year, it would be a good idea to have copies of the talking books from the kindergarten course available at the listening station for the children's use.

Leave all copies of one book, plus its tape, at the listening station for a few days, then remove and substitute another book. Following Units 2, 7 and 9 of the grade one course, copies of these talking books may be added to the collection.

3. Preparation of Support Materials – Songs

Short, simple songs are a great help to the language teacher. Try to remember, collect, or compose songs to include in your course. The best songs are the ones that repeat the vocabulary and structures you are teaching and do not bring in too much new language. For instance, for Unit 2, a song like the following (with appropriate actions) would be excellent:

I am helping her,
I am helping her,
I am helping my mother.
I am helping him,
I am helping him,
I am helping my father.

Or, for Unit 8:

It's windy (or whatever), it's windy,
It's windy today.

If you do think of useful songs, it might be helpful to record them on tape with someone talented on the guitar or piano. The tapes could then always be available to reinforce your language teaching.

4. Preparation of Community Materials

Involve and interest your pupils' parents wherever possible. The more practice your pupils get in the language *outside* of class the more successful your program will be.

Although the following is not essential, it is recommended as an excellent way to enlist and hold community support for your program. Prepare a brief outline, to be sent home to the parents at the end of each unit, with a list of the sentences and vocabulary that the children have been learning in that unit. These summaries can help you in several ways, such as:

- Preventing parents who don't know the language from feeling left out
- Showing parents who do know the language how they can best help their child at home (without expecting too much or too little from him)
- Demonstrating to everyone that your course is important, and showing them how seriously you are working at it.

Keep a copy of this summary in your plan book. You'll find it helpful to look back on.

Safety Lessons
Since little children often "play" at home some of the things they have been doing in school, you may wish to ask the classroom teacher to give certain safety lessons during the course of the year. You may also wish to mention to parents in the outline you send them that they might be alert to the need for some safety guidance for children around certain subjects:

Unit 4, Safety around a stove
Unit 7, Taking medicine
Unit 10, Water safety
Unit 11, Gun safety

Outline of the Grade One Course

Unit 1 (one week)
Getting Acquainted
- Common classroom expressions
- Children's names

Unit 2 (three weeks)
I Help My Family
- TA imperatives
- Kinship terms

Unit 3 (three weeks)
The Little House
- Locatives
- TI imperatives

Unit 4 (four weeks)
Making Bannock
- TA verbs – all subject forms on 3rd and 4th person object

Unit 5 (three weeks)
Giving Presents
- TA verbs – independent subject/object combinations

Unit 6 (three weeks)
Black and White
- AI and II forms
- Pronouns, personal and indefinite
- Diminutives, pejoratives, possessives

Unit 7 (three weeks)
At the Hospital
- Body parts (possessives)
- Yesterday, today, tomorrow

Unit 8 (two weeks)
The Seasons
- Weather terms
- Voluntive and past tense forms
- Consolidation

Unit 9 (three weeks)
The Way It Used To Be
- Preterit
- Rote counting to 8

Unit 10 (two weeks)
Tadpoles
- Consolidation of time forms – independent
- Rote counting to 10

Unit 11 (three weeks)
Going Hunting
- Consolidation of TA forms, direct and inverse

Unit 1
Getting Acquainted

Time
One week
Teaching point
Common classroom expressions
Purpose
- To give pupils and teacher a chance to get acquainted.
- To learn the "ground rules" for language time.
- To establish a warm, happy climate where language learning can be fun.

Materials needed
- A headband (coloured construction paper is good) for each child, and one for teacher.
- Two pieces of construction paper for each child, cut in shape of a face ◯ .
- Crayons.

Language

1. **Hello.**
   My name is _____.
   What's your name?
   What's his name?
   His name is _____.

2. **Yes, no**
   You, me, him

3. **Boy, boys, girl, girls**
   Singular and plural imperative forms for: **stand, sit, turn around, jump, come**
   Note: For children who completed the kindergarten course last year, you may wish to include other imperatives they have learned, such as, shut the door, turn on the light, etc.

Suggested Activities

1. Distribute and wear headbands (teacher wears one too). Using felt pen, print your name on your headband, saying: My name is ____. Ask various children their names and when they tell you, print these on their headbands. Practise this with *all* sentences at left.
2. (a) Turn headbands backwards, so you can't see the names. Say: Are you Sally? (turn band) No! Are you Jane? (turn band) Yes! etc.
   (b) Using same technique, let children turn the bands and reply yes/no to: Is he Tommy? etc.
   (c) Ask: Who's Jack? As children show you Jack, encourage them to say him, or you (to your own name) or me.
3. (a) Have the class respond to plural commands.
   (b) Have individuals respond to singular commands.
   (c) Teach "boy" and "girl". Ask: Is Jimmy a boy? (Yes), Is Sally a boy? (No), Is Ruth a girl? (Yes), etc.
   (d) Teach plural commands with "boys" and "girls". For example: Boys stand, etc.

4. **My mother, my father**
His mother, his father
Your mother, your father
(Here, there)

Note: If the families of the class are not familiar to you, check with classroom teacher *before* beginning this work, and note any children whose fathers or mothers are not living, etc.

5. Integration

4. (a) Distribute one "face" to each child and let them colour or paint or paste on eyes, hair, etc., to make faces look like those of their mothers. (If a child does not have a mother, he can make a face to represent his granny or some other person he cares about.)
Note: If classroom teacher is willing, it would be good to have him or her do step (a) before you arrive, to save class time. If, however, you must do this step yourself, use the time well by walking around as the children work and keeping up a running commentary with individual children in the native language. Say, for example: You're making your mother's eyes; I see your mother has brown hair (is brown-headed), etc.
(b) Let children "hide" the faces they have made (in their desks, or under pieces of paper, etc.). Ask: Where is Tommy's mother? etc. Elicit the answer "here".
(c) As in (b), but elicit the answer "there". Be sure the difference in meaning is clear by insisting on a wide space between speaker and "mother" for "there" and very little distance for "here".
(d) as in (a), but make father.
(e) As in (b) and (c), with father.
(f) Mix mother and father, here and there.
(g) Mix "his father" and "my father", etc.

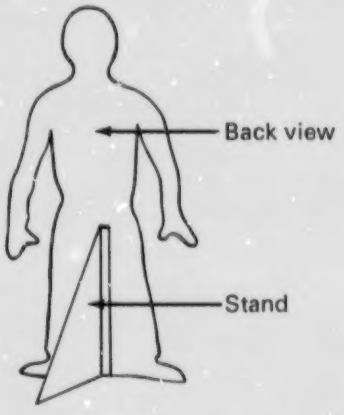
5. (a) If children know their parents' names, ask: What is Rita's father's name? etc.
(b) Is this Sally's mother? (yes, no).
(c) Whose mother is this? (mine, John's, yours).

Teaching Notes

1. Keep the mother and father "faces". You'll need them for Unit 2. Be sure each is identified on the back with the name of its owner and whether it is a father or mother.

2. If any of the children did not attend the kindergarten course, take extra pains to ensure they know the meaning of the words "father" and "mother".

Unit 2
I Help My Family



Time
Three weeks
Teaching point
TA imperative
Materials needed
- Talking book (kinship terms): Sammy Helps (see page 46)
- Faces from Unit 1
- Family figures (optional)

Note on family figures: These should be large – the larger the better – and made from heavy cardboard or thin plywood, with "stands" to enable them to stand independently. Pattern drawings for cutouts appear on pages 15 and 16. There should be one for each family member you plan to teach. Enlarge drawings with the help of the overhead projector. The face should be the same size as the faces the children made so these faces can be attached. Each face will change the identity of the figure from Tommy's father to Joe's father, to your father, etc.

Alternative materials
If it should be inconvenient to make the family figures, transform the "faces" from Unit 1 into masks by cutting small holes for eyes, nose, mouth, and attaching an elastic band to the mask to hold it on. Children may wear these masks to represent Jane's mother, Agnes's granny, etc.
Note: Be careful *not* to use masks if this would be culturally offensive to anyone in the community.

Language	Suggested Activities
6. Talking book: Sammy Helps	6. Go through the talking book several times until the children are familiar with it.
7. Dramatized talking book	7. Work on one section of the book at a time (mother, for example). Using either the family figure or another child, use exactly the words of the book, except that "Sammy" changes to real members of the class and family members' faces change.
8. Substitutions (a) For salt: flour, sugar, eggs (b) For hammer: saw, nail, pencil (c) For needle: thread, scissors (d) For bottle: toy, ball Ensure all substitution items are the same gender and number as the words they are replacing.	8. To keep up interest, hide the article you are using for substitution practice in different places, or in funny places (for example, pencil behind father's ear).

9. Integration	9. Assemble all articles used in Section 8. Use them, one at a time, to practise patterns from Unit 1. (a) Where's the _____? (here, there). (b) Who has the _____? (him, you, me). (c) Do you have the _____? (yes, no). (d) Do you see the _____? (yes, no).
10. Plural forms	10. Go through each section again, this time having two children work together. Say, for example: Oh, Tom and Charles, help me! Lard – look for the lard! We'll help you. Here it is!

Teaching Note

Section 10 is included here for the sake of completeness. It is likely, however, that there will be neither time nor sufficient interest remaining to teach the section now. If this is the case, come back to it and teach it later in the year.

Unit 3
The Little House

Time

Three weeks

Teaching points

Locatives

TI imperatives

Materials needed

- **A doll's house and furniture**
- **Pictures of furniture**
- **Pipecleaner dolls to represent various members of the family**

Notes on Materials

- **The best doll's house is one that is similar in design to the kind of house most of your students live in. It can be made from a sturdy cardboard carton. Glue in partitions, cut out windows and doors, and paint in colours usually used for houses in your community.**
- **Doll's furniture should be simple enough so that it can be made by the children. Plasticene would likely be a good material; blocks of wood make good beds and cupboards; bits of fabric can be used for curtains, rugs and blankets.**
- **Use *only* pictures of such furniture as children actually use in their homes.**

Language	Suggested Activities
11. **House, little house, window, door**	11. (a) Teach vocabulary in *sentences*. From school window, if possible, point to real houses, then to the doll's house, saying: There is a house. Here is a little house. (b) Close the door (window). Open the door (window). Here is a little window (door), etc. Where's the door?
12. **Let's make: chairs, tables, cupboards, stoves, beds,** etc.	12. Show picture of a chair and teach the word. Give each child some plasticene, saying: Let's make chairs. Everyone makes one. As the children work, talk about the chairs they are making (saying, for example: That's a nice chair; Your chair is very little, etc.). When children have finished their chairs, show picture of a table, and proceed in the same way. Using plasticene, wood blocks, or similar suitable materials, let each child make one of every piece of furniture whose names you are going to teach. Note: Because you say "Let's _____", *you* must make one too.

13. **Put the _____ under the bed.** **Take the _____ from the table.** **Bring the _____.**	13. Select certain pieces of furniture and have the children arrange them in the house in response to sentences such as those at left. Don't be afraid to use plenty of "extra" language: if you add gestures, the children will understand. For example: Put it near the wall, beside the window, between the chairs, etc.
14. Kinship terms (integration)	14. Introduce pipecleaner family as Nellie's mother, father, etc. (a) Let children take turns following such directions as: Put her mother near the stove. Her grandpa is going to the window. Her little brother is under the table. Her father is standing on the chair. (b) Who is near the stove? (etc.) (c) Where is her mother? (etc.)
15. Game – Hiding	15. Children cover their eyes, and teacher hides an article (perhaps a little cat) somewhere in the house. (a) Simple form of game is for teacher to ask: Is he under the bed? Child looks and answers yes or no. Game proceeds until cat is found. (b) Advanced form of game is for children to ask teacher: Is he in the cupboard? etc., until they locate the cat.
16. Consolidation	16. Go through as many activities from this unit as you can, using real locations in your classroom instead of the "play" locations in the doll's house. (Family figures from Unit 2 might be useful here.) If diminutives have been used for describing play furniture, stress the difference in the nouns when you drop the diminutive form to describe *real* furniture.
17. Integration	17. Expand dialogue from Section 7, Unit 2, by inserting locatives between I'll help you and Here it is! thus: I'll help you. Is it in the cupboard? No. Is it on the table? Yes, here it is!

Unit 4
Making Bannock

Time
Four weeks
Teaching Point
TA verbs – all subject forms on 3rd and 4th person object
Note: By now, all pupils should be giving some oral responses in class, and no further responses should be received in English.
Materials needed
- Ingredients and utensils for making bannock, including food packages (bannock materials).

Note on Food Packages: So that children can play "making bannock" in a realistic way, but without the mess and waste of using real ingredients, collect empty packages (paper flour bags, lard cans or boxes, etc.). Clean thoroughly and fill with shredded newspaper or similar fillers.
- Two toy telephones.

Language	Suggested Activities
18. **Flour** **Water** **Baking powder** **Lard** **Salt** (optional)	18. (a) With the real articles around you, teach the vocabulary at the left in the following structures: Bring the flour. Give me the flour. Give him the flour. Put away the flour. (b) Ask: What's this? (flour, etc.) What's that? (lard, etc.). Be sure to make an obvious space difference with the articles to clearly show the difference between "this" and "that".
19. Vocabulary building	19. Teacher directs class in the making of bannock (saying, for example: Johnny, put in two cups of flour; Mary, add the baking powder, etc.). Talk only in the native language, remember! You'll need to use a lot of language for this activity that you have not taught before. Make the meaning clear by your gestures, and so on, but don't worry about getting the children to remember it all. Just take advantage of this opportunity to let them hear some free-flowing language.
20. **Eat**	20. (a) Let one child eat. Who is eating bannock? Johnny is eating bannock. Are you eating bannock? Yes, I'm eating bannock. (b) Let all the boys eat. Who is eating bannock? The boys are eating bannock. Are you (plural form) eating bannock? Yes, we're (exclusive form) eating bannock. (c) Everyone eats. We're (inclusive form) eating bannock.

21. **Like** (the taste of)	21 (a) Do you like bannock? Yes, I like bannock (or no, I do not, etc.). (b) Do you (plural form) like bannock? Yes (or no), we (exclusive form) like bannock. (c) We (inclusive form) like bannock.
22. Consolidation of structures with variety of verbs	22. Practise structures in Sections 20 and 21 by letting children "play" making, cooking and serving bannock. In addition to verbs "eat" and "like" include other TA forms, as they conveniently occur, such as: She is giving it to him. We are burning the bannock. They stir the dough. I'm putting the bannock in the oven.
23. Dropping of the noun object	23. Continue to work with structures and vocabulary of Sections 20, 21 and 22, but drop the noun. For example: I like bannock becomes I like him.
24. Dialogue: **Hello** (on phone) **Hello** **Do you** (plural) **like bannock?** **Yes, we** (exclusive) **like him.** **My mother is making bannock.** **Come** (plural) **eat bannock.** **O.K.** (hangs up). **Let's eat bannock!**	24. Using two telephones, divide class into two families. A few lines drawn on the blackboard might suggest two houses. The families become the units, thus giving opportunity to drill plural forms. Various members of the family take turns talking on the phone.
25. Consolidation of structures with a variety of nouns	25. Select a number of animate foods (such as fish) and rework structures of this unit. For example: Do you like fish? They're eating fish, etc.
26. Integration Family	26. Mix work of Units 1 to 3 with Unit 4 work. (a) My mother (granny, sister) is making bannock. My father (brother, younger sibling) likes bannock. They like him. (b) Put the bannock on the table (in the cupboard, etc.). (c) Mix the dough! (singular and plural) Help me (us)! (singular and plural) Your mother is making bannock. Help her! etc. The boys are eating bannock. Look at them! Note: Section 26 should not be taught separately, but worked into meaningful contexts throughout the unit.

Language Note for Sections 23 and 25: In some dialects, "bannock" may be inanimate. If this is true for your language, note that in Section 23 "I like him" will be rendered "I like it", and in Section 25 you would select a number of inanimate foods instead of animate ones.

A Recipe for Bannock

2½ cups flour
¼ cup skim milk powder
2 tablespoons egg powder (if available)
½ teaspoon salt
4 teaspoons baking powder
¾ cup water
1 tablespoon melted fat

Mix dry ingredients in a bowl. Add water and melted fat. Stir until the flour is wet. Shape into mounds. Place in a greased frying pan. Cook until golden brown on one side. Then turn over to cook the other side. Raisins can be added if you like. From: Eleanor Ellis, *Northern Cookbook* (Ottawa: Department of Indian and Northern Affairs), 1977, p. 192.

Unit 5
Giving Presents

Time

Three weeks

Teaching points

TA verbs – independent (subject-object combinations)

Counting to 5

Materials needed

- Two or three boxes wrapped as Christmas presents.
- At least one white envelope for each member of class.
- Crayons
- One sheet of drawings of "presents" for each member (see page 25).
- Scissors
- Toy money

Language	Suggested Activities
27. **Ball, comb, scarf, candy, book, doll, toy train, pen, mittens, moccasins**	27. Distribute Christmas present sheets. Let children colour and cut out gifts. As they work, walk among them, naming articles. (a) When articles are cut out, say to class: Hold up a ball (each child should hold up his ball), etc. (b) Practise vocabulary using "this" and "that" as in Section 18 (b).
28. Counting, **1, 2, 3, 4, 5**	28. (a) Arrange all articles children have made in groups to represent shelves in a department store. (A few lines drawn quickly on the blackboard may help to suggest a store.) Using various articles, have class count to 5. (b) Count, from the class, 5 girls, 5 boys, 5 chairs, etc. Note (Very Important): Use only rote counting. Do *not* name articles being counted. (c) Count articles from (a) and (b) again, but this time, change total numbers for variety, never exceeding 5. For example: 4 girls (1, 2, 3, 4) 2 pens (1, 2) 3 dolls (1, 2, 3), etc. (d) Distribute toy money. Flash cards marked \$1, \$2, \$3, \$4, \$5 and have children count out the proper number of bills to match the flash cards.
29. **How much?** (cost)	29. Dramatize a trip to the store to do Christmas shopping. Let children take turns being storekeeper. Give each shopper toy money. Each child chooses one article and asks: How much? Storekeeper answers with a number and shopper counts out the proper number of bills.

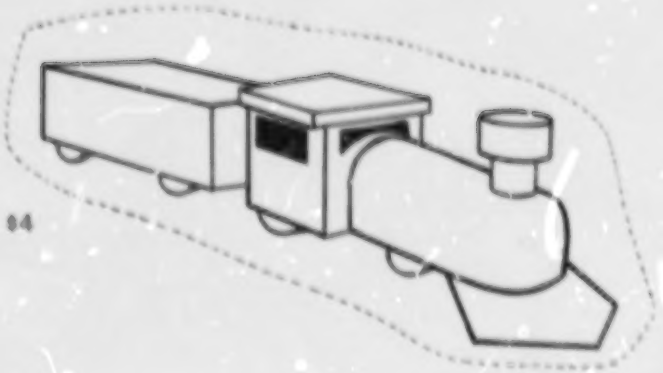
30. **Christmas** **I want to give a kerchief to my mother.** **I want to give a ball to my brother.** **I want to give a comb to my sister,** etc.	30. Teach word "Christmas" and make it clear you are going to be "playing" Christmas shopping and gift giving. Give each child 10 bills only. Let them choose gifts for three members of their families and talk about their choices, using language at left. Let them "buy" the articles, to review counting.
31. Vocabulary building	31. Tell the children to buy gifts for each other. Let them select gifts, pay for them and wrap them up. They may be wrapped by sealing in envelopes and colouring envelopes to resemble gift-wrapped packages. (Show them wrapped boxes to give them the idea.) On the back of the envelope, children may print (in English) "To _____ From _____". As children do their wrapping, walk among them, commenting, for example: You are colouring your kerchief red; That's a pretty bow, etc. Re-read Section 19 and use the same approach through this whole section.
32. Integration locatives	32. Let the children hide their gifts around the room. Ask: Where is your comb? etc. Answer: Under the chair, etc. Ask: What is it? Answer: A ball, etc.
33. TA independent forms, singular on singular	33. Let the children give each other the gifts, and have them use these structures as they do: I'm giving it to him. I'm giving it to you. Are you giving it to me? He's giving it to me. He's giving it to you. He's giving it to Tommy. Are you giving it to him?
34. **Thank you**	34. This might be a good time to teach the use of thank you. *Do not over-emphasize.*
35. TA independent forms, plural on singular	35. By limiting the amount of money children can spend, it is possible to get two children to share the cost of one present. This can elicit these forms: We (exclusive) are giving it to you (to him). Are you (plural) giving it to me (to him)? They are giving it to me (to you). We (inclusive) are giving it to him.
36. Past tense forms, negative, interrogative	36. In talking about the gifts, after they have been given, it will be possible to have some practice with forms at the left, if desired. For example: Tommy, give John a ball. Did Sally give you a doll? We gave a book to Oscar. They didn't give me a kerchief; they gave me a comb, etc.

Working with money (Section 28 d)
Regular classes: Teach the terms for $1, $2, etc.
Slower classes: Stick to numerals only – 1, 2, etc.
Quicker classes: You may wish to teach and practise situations using 1¢, 2¢, etc.

Teaching TA forms (Sections 33 and 35)
These sections are the most important in the unit, and should be well learned. Since there are 14 forms, it would be wise to teach them one at a time, and to spread them out over the whole unit. Do *not* proceed to Section 35 unless the class has thoroughly mastered the material in Section 33.

Christmas Presents

$5

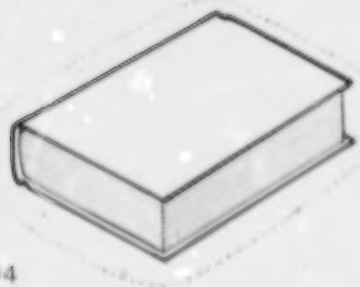


$4

$3

$1

$2



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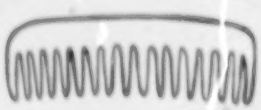
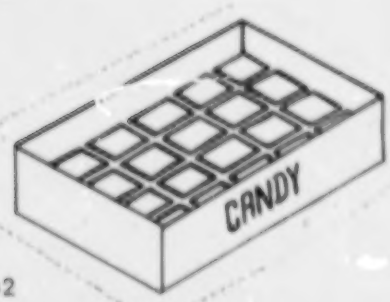


$1



$2

$5

Unit 6
Black and White

Time

Three weeks

Teaching points

AI and II forms

Pronouns – personal and indefinite

Diminutives, pejoratives and possessives

Materials needed

- As many real black and white articles as the teacher can collect (for example: a pair of black socks and a pair of white socks, a black book and a white book, etc.).
- As many pictures of black and white articles as the teacher can collect (children may bring in more, if you ask them).
- Noun chart (see page 29).

Language	Suggested Activities
37. **The** ____ (animate) **is black.** **The** ____ (animate) **is white.**	37. Show animate articles one at a time. Teach children to name them in structures shown in the left-hand column. Pile white things in one pile and black things in another pile.
38. **The** ____ (animate) **are black.** **The** ____ (animate) **are white.**	38. Proceed as in Section 37, using animate plural forms.
39. **The** ____ (inanimate) **is black.** **The** ____ (inanimate) **is white.**	39. Proceed as in Section 37, using inanimate forms.
40. **The** ____ (inanimate) **are black.** **The** ____ (inanimate) **are white.**	40. Proceed as in Section 37, using inanimate plural forms.
41. Consolidation	41. (a) Mix all articles used to date. Pick up articles one at a time (or two at a time for plurals, such as socks), and have children give the appropriate sentence, for example: The socks are white. The book is black. (b) Repeat as in (a), but drop the noun, for example: They are white. It is black. He is black.
42. Consolidation	42. Repeat Sections 37 to 41, this time using pictures cut from magazines. Instead of piling them, paste them on two large pieces of Bristol board (yellow or red would make good backgrounds), all white things (animate or inanimate) on one piece, and all black things (animate or inanimate) on the other.

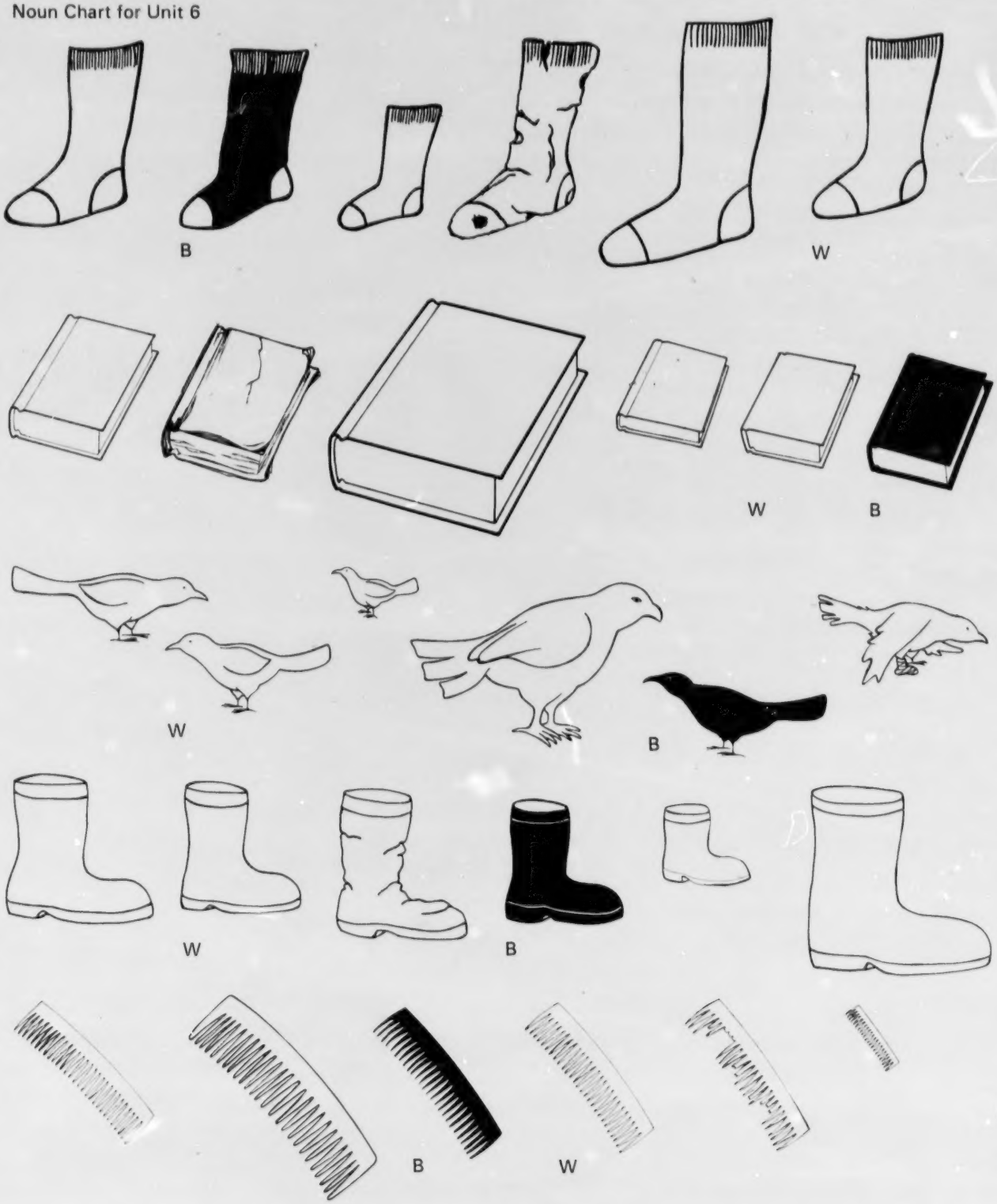
43. **I am painting.** **Are you painting?** (yes or no). **He is painting.** **Is he painting?** (yes or no). Note: If the word "painting" is not appropriate here, use one of the following instead – making, colouring, drawing.	43. Distribute large sheets of coloured newsprint and cans of black and white paint. Practise forms at left by asking: What are you (is he) doing? Are you (is he) painting? Extra practice on material of Sections 37 to 42 may be combined with this work.
44. Pattern practice	44. Drill patterns in Section 43 while children continue to paint by using whatever other vocabulary can conveniently fit the activity, for example: Be clean. Be dirty. Pick things up. Leave tracks. Leave behind unintentionally.
45. **We** (exclusive) **are painting.** **Are you** (plural) **painting?** (yes or no). **They are painting.** **Are they painting?** (yes or no). **We** (inclusive) **are painting.** **Are we** (inclusive) **painting?** (yes or no). (See note in Section 43.)	45. Similar to approach in Section 43. Again, drill structures at left with other vocabulary, where appropriate, such as vocabulary from Section 44.
46. Something, someone	46. Game: Who (or what)? Teacher: Someone (or something) is black. (Have charts from Section 42 or piles from Section 37 in view.) Pupil: Is it a _____? Teacher: Yes, or no (etc.).
47. Diminutives and pejoratives	47. Use noun chart: (a) Drill counting to 6. (b) Find the "little one" in each section. (c) Review black and white. (d) Find the "ugly", "miserable" or "no good" one. (e) Find the big one.
48. **Me, you, him**	48. Game: One child who is "it" leaves the room and an article (either black or white) is given to another child to hide on his person. Child re-enters and asks: Is it you (that is, who has it)? Yes/no. It's me. Or: Is it him! Yes/no. It's him. When child hiding article is found, "it" asks: Is it black? Is it white?

49. **You** (plural), **them**	49. Game: Similar to above, but children sit in pairs. One pair hides two articles, one black and one white. Is it you (plural)? Yes/no. It's us (exclusive). Is it them? Yes/no. It's them.
50. Possessives – 3rd person singular	50. Each child contributes one thing to a pile of similar things, such as shoes. Teacher selects one, and asks: Whose shoe is this? (a) Answer: Tommy's. (b) Answer: That's Tommy's. (c) Answer: That's Tommy's shoe. Repeat with a variety of articles, both animate and inanimate.
51. Possessives – 1st, 2nd and 3rd person pronouns	51. Similar to Section 50, using: Is it yours? It's mine. It's my shoe. Is it your shoe? Is it his? His shoe.
52. Possessives: **Ours** (inclusive) **yours** (plural) **Theirs, ours** (exclusive)	52. Working in groups, have two or more children cooperate to paint a picture. Using a similar format to Sections 50 and 51, say: Whose picture is this? It's ours (exclusive). Our picture. It's theirs. Their picture. It's yours (plural). Your (plural) picture. It's ours (inclusive). Our picture.

Language Note for Section 52: In all cases in Section 52, the possessive refers to whom the thing belongs, *not* to the one(s) in the picture. For example, "your picture" here means the picture you made, and not the picture of you.

In making your chart, colour items marked W white and items marked B black, but *do not* copy the W and B letters on the final chart. Colour all other items in a variety of colours, not black or white.

Noun Chart for Unit 6



Unit 7
At the Hospital

Time
Three weeks
Teaching point
Body parts
Materials needed

- Talking book: At the Hospital (see page 54).
- Toy articles (doctor's bag, bandages, etc.) for playing hospital.
- Jointed man, jointed dog, flannelboard (see page 32).

Language	Suggested Activities
53. Jointed man Body parts	53. (a) Place body of man on flannelboard, and arrange parts correctly, naming them as you do it. (b) Have members of the class repeat (a). (c) Game: While pupils hide their eyes, exchange two parts (for example, a hand and an ear). Class looks at board, and whoever can do so comes to the board and names the two parts as he rearranges them, using this formula: Give me his _____. I'm putting his _____ here.
54. Jointed dog Body parts	54. Proceed with similar method to Section 53.
55. Integration Black dog, white dog **His tail is black.** **His hands are white.**	55. (a) Let each student make his own jointed dog – one half of the class with white construction paper, and one half with black. Working in pairs (one black and one white in each), each pair mixes parts to make two black-and-white dogs. (b) Game: Pin all dogs on the wall. Describe one dog as, His ears are black, his head is white, etc., and see who can find the dog being described.
56. Game: Mix-up	56. Player who is "it" touches one part of his body and names another. For instance, he could touch his hand, and say "your eye". To become "it" another player must then touch his eye and say "your hand".
57. Review of tenses: **Today** **Yesterday** **Day before yesterday** **This morning** **Tomorrow** **Day after tomorrow**	57. (Allow children to use English names for the days of the week.) Have children complete sentences, using vocabulary at the left. For example: Yesterday was Tuesday. Tomorrow will be Thursday, etc.
58. (a) Talking book: At the Hospital (b) Mini-dialogues (Let children dramatize what they are saying. They will enjoy this.)	58. (a) Go over the talking book several times with the class until they are familiar with the language in it. (b) Using the talking book as a starting point, work out brief dialogues. For example: What's the matter? I have a broken leg.

Again, with talking book as starting point, put doctor and nurse activities in the first person. For example:
I am taking temperature (was, will).
I am operating (operated yesterday, will operate tomorrow).

59. Improvisation. For example:
What's your name?
Tommy.
What's the matter?
I have a broken hand.
I will operate.

59. Dramatize a doctor's office. Let "doctor" choose his own questions and children choose their own complaints, and let them improvise short dialogue (practise with 1st and 2nd person).

60. Improvisation. For example:
What's his name?
Spot. He has a broken leg.

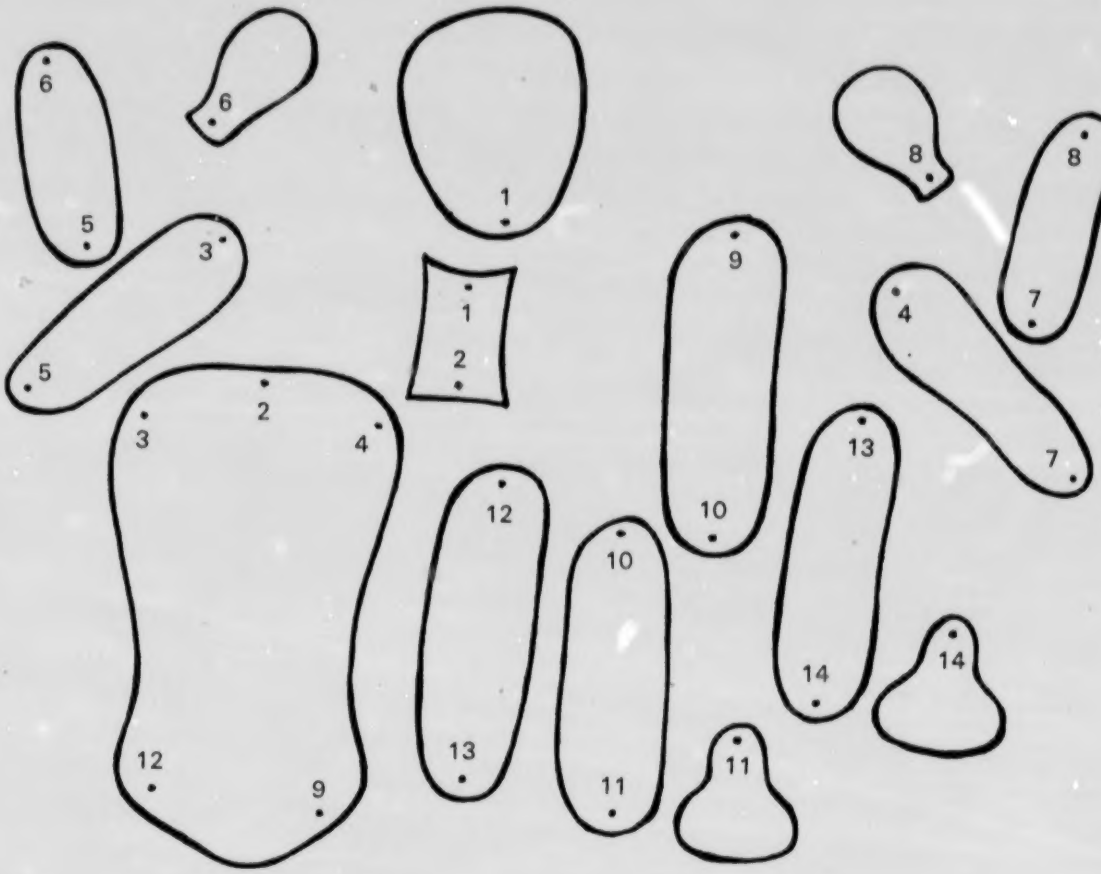
60. Dramatize a veterinarian's office, in a similar way to Section 59 (practise with 3rd person).

Language Note for Section 55: If, in your language, the more common forms here would be the incorporated ones (for example, "He black-tails", instead of "His tail is black"), teach the incorporated forms. If the children have trouble understanding, you could use both forms together at first, to help them catch on, and gradually switch to only incorporated forms, as they begin to understand.

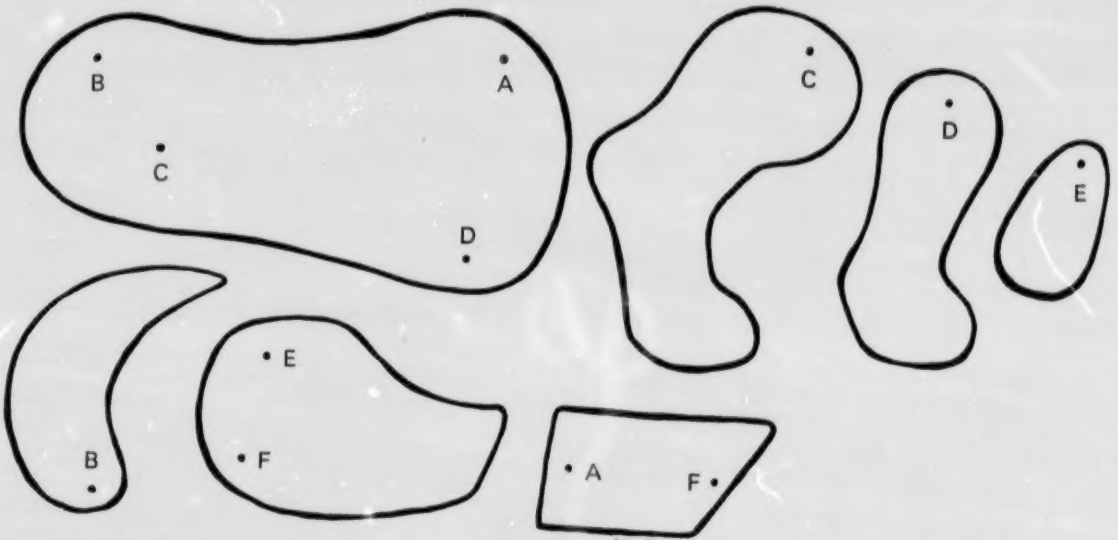
Language Enrichment

I have a cold.
I'm coughing.
I'm sneezing.
I'm sick.
I'm well.
I have a sore throat.
I have a headache.
I have a fever.

Jointed Man



Jointed Dog



Unit 8
The Seasons

Time
Two weeks
Teaching points
Weather terms
Voluntive and past forms
Consolidation
Materials needed

- Flannelboard with weather symbols (see page 35).
- Flannel dolls and clothing (see pages 36 and 37).

Note: To prepare figures for flannelboard, first draw and colour figures on oak tag. Before cutting out, paste onto a piece of flannelette or felt, using rubber cement, and press. When thoroughly dry, cut out figures with sharp scissors. Store in folder where figures cannot get bent. Prepare the flannel dolls and clothing by pasting "underwear" on the front of the dolls so clothing will adhere to them.

- Season cards (see page 38), magazine pictures through the seasons.

Note: In many Algonkian languages, there are terms to describe six seasons throughout the year. If your local language uses fewer than six, discard those picture cards which you do not need. Teach only the season terms commonly used in your area.

- Weather calendar-of-the-month (see page 35).
- Recommended as supplemental material: ᓂᕆᐻ ᑭᑭᓂᓯᐣ, by Seymour, Nichols and Burnaby.

Language	Suggested Activities
61. **It's winter.** **It's early spring.** **It's late spring.** **It's summer.** **It's early fall.** **It's late fall.**	61. Show and name the six (see note above) season cards, and space them along the front of the room. Show the magazine pictures you have collected, one at a time, and let the children identify them as to season, placing them near the appropriate season card. (Make this into a bulletin board display for a week or so, if possible.)
62. (a) **It's cold.** **It's hot.** **Put on your _____.** **Take off your _____.**	62. (a) Stand one flannel doll up at front of room. Demonstrate It's cold. Say: It's cold. Put on your coat. (Put coat on doll.) Demonstrate It's hot. Say: It's hot. Take off your coat. (Take coat off doll.)
(b) **It's raining.** **It's snowing.** **It's a nice day.** **It's windy.**	(b) One at a time, introduce other weather terms, using weather symbols. Continue to let children dress the two flannel dolls appropriately, with such language as: It's raining. Put on your boots. It's windy. Put on your hat (or kerchief), etc.

63. Consolidation

63. Act out dialogues from Section 62, using children in the class and their own clothing.

64. Integration
(a) Present – **today**
(b) Past – **yesterday**
(c) Voluntive – **tomorrow**

64. (a) It's cold today. I'm putting on my coat. (He, we, they, etc.)
(b) Yesterday was cold. I wore my coat. (He, we, they, etc.)
(c) Tomorrow will be cold. I'll wear my coat. (For a boost to this language drill, it might be useful to put it in the format of a telephone conversation.

65. Weather calendar

65. At the beginning of the month, post a blank weather calendar. Each school day, ask one child to colour on the appropriate weather symbol (sun, snow, etc.). On Friday, guess what the weather will be like for Saturday and Sunday; on Monday, look back and talk about what it was really like.

66. Locative forms:
(a) Kinship subjects
(b) Occupation subjects

66. Review kinship terms and use any new verbs to show what different members of the family do in the various seasons.
(a) In winter, my mother _____.
In spring, my brother _____.
(b) As in (a), using vocabulary from Unit 9 of the Kindergarten Course.
In summer the teacher (doctor, nurse, bus driver or pilot, storekeeper) _____.

Language Note: It is likely that there will be a number of examples of noun incorporation in this unit. For example, "Put on your coat" will likely become "Coat-put on". Re-read and follow language note for Unit 7.

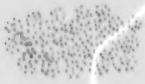
Weather Symbols for Section 65
Teacher can work out simple symbols that the children can understand. For example:

It's sunny.

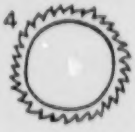
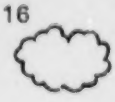
It's raining.

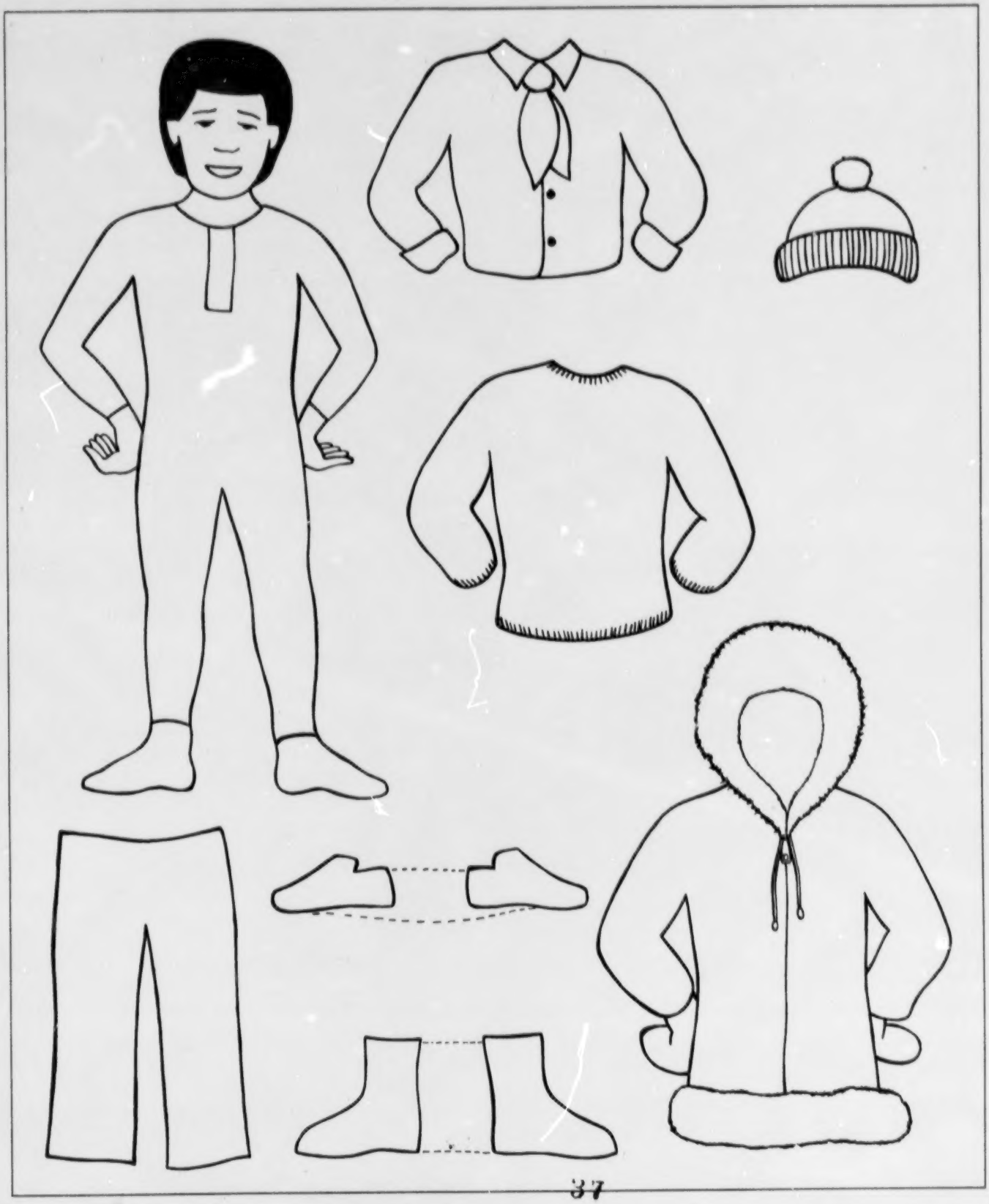
It's cloudy.

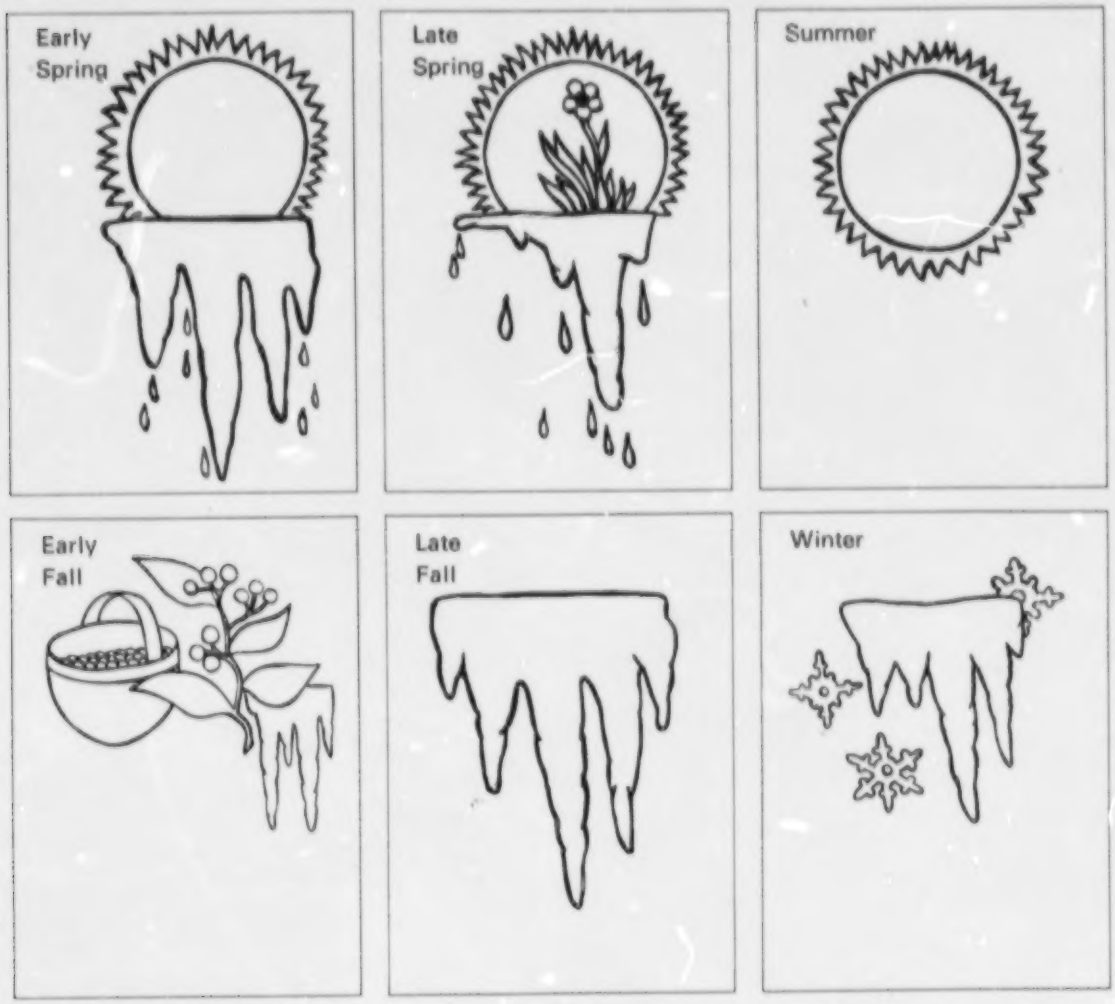
It's windy.

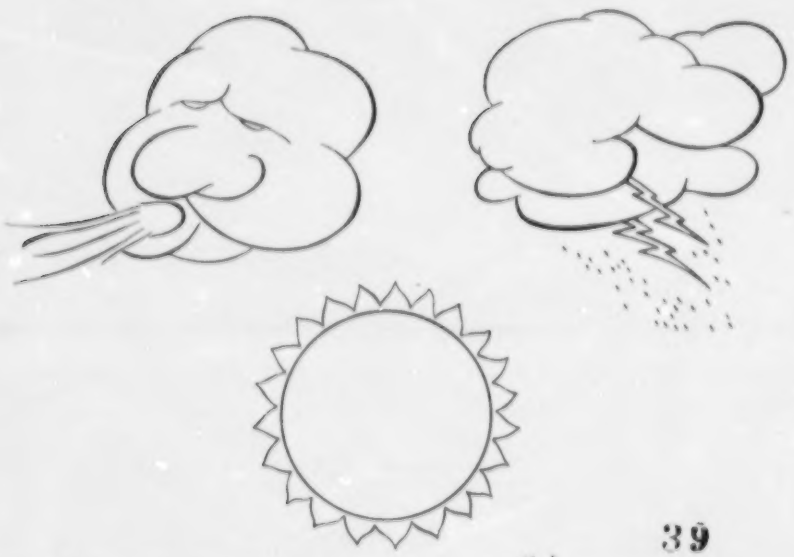

It's foggy.

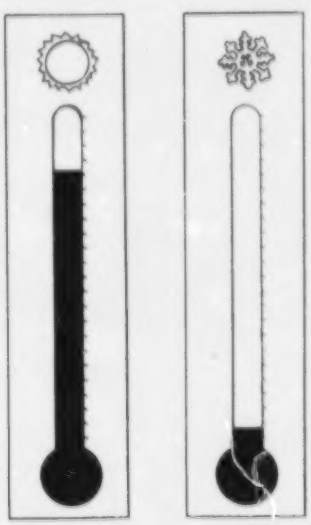
Weather Calendar for Section 65

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
		1	2	3	4 	5
6	7	8	9	10	11	12
13	14	15	16 	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		




Early
Spring
Late
Spring
Summer
Early
Fall
Late
Fall
Winter





Unit 9
The Way It Used To Be

Time
Three weeks
Teaching points
The preterit
Rote counting to 8
Materials needed
- **Talking book: Long Ago and Now.**
- **Play wigwam.**
- **Let children bring in whatever old articles they can, to make a display of long ago.**

Language	Suggested Activities
67. **Talking book: Long Ago and Now**	67. Go through the talking book several times until the children are familiar with it. Check their understanding of new vocabulary. Have samples of items mentioned if possible (for example, sinew, ring game, etc.).
68. Question forms Negative forms	68. Ask questions on the book, to elicit both positive and negative responses. For example: Did people live in houses long ago? Did people wear skins long ago? Do people buy food in the store now? (a) Respond: Yes/no. (b) Respond: No, people didn't live in houses long ago. Yes, people wore skins long ago. (c) Respond: No, people lived in wigwams long ago, etc.
69. Review of locatives	69. Construct a play wigwam. Use language activities similar to Unit 3, Sections 12, 13, 14 and 15.
70. Plural imperative TA's (speaking to two or more people): **Help me.** **Help him.** **Help us.** **Help them.** Note: "Help him" and "Help them" may be the same form in your language. Even so, teach both situations	70. Teach or review Unit 2, Section 10, using new vocabulary from this unit. Do this as mini-dialogues, emphasizing one form at a time. For example (mother to two children): Help me. Bring the fish inside. We'll help you. We'll bring them in.
71. Rote counting to 8 (use only numbers, not number verbs).	71. Count various persons and things to a total of 8 (arrows, rings for ring game, girls, boys, chairs, windows, pencils, etc.).
72. Numbers to 8	72. Write a number on the blackboard, such as 4. Have children identify the number you write. Do a few of these each day until children can readily identify all numbers up to 8.

73. Integration
Seasons

73. Using what they know, have the children talk about now and long ago in terms of the seasons. For example:
In winter, they used to tell legends.
In fall, they used to kill geese.
In spring, children go to school.

Unit 10
Tadpoles

Time
Two weeks
Teaching points
Consolidation of time forms of the verb
Rote counting to 10
Materials needed
- Container and maintenance material for tadpoles.

Language	Suggested Activities
74. Vocabulary building	74. Use same approach as in Sections 19 and 31: talk freely with the children, without limiting your language to what they know. Take the children for a walk to a nearby pond or swamp to look for frogs eggs. Bring back eggs, pond water, a few weeds or pond stones, etc. Let the children work with you to set up their aquarium, using plenty of language as you work together.
75. Past tense	75. The next day, talk about your trip, helping the children with things they want to say. For example: We went to the pond yesterday. The frog laid eggs. Janie fell into the water.
76. Voluntive and future Note: Try to avoid phrases that would use the dubitative.	76. Talk about future plans, helping children with the things they want to say. For example: We want to see the tadpoles. We intend to give them food. Will they swim around in the bowl? They will eat; they will grow. They will become frogs. Johnny will take them home. I will give one to my mother.
77. Present tense	77. Continue to guide the children's conversations, assisting them with vocabulary. (Assist also with structure, if necessary, but stick to suggested structures as much as possible.) For example: I like the tadpoles. They are black. They are little. They are fast. We see lots of tadpoles. Do you need more water? Joe is giving them food.
78. Preterit	78. After the tadpoles have been in the classroom for a few days, take them back to the pond where you found the eggs and let them go free. On returning to the classroom, talk to the children about things the tadpoles did while in the school. Arrange to use as many examples of the preterit as possible in this discussion. For example: They used to swim around in a bowl (but now they swim around in the pond).

79. Combine past tense and preterit	79. In continuing the discussion, use both past tense and preterit forms so the children will be able to develop a good passive understanding of both forms of the verb.
80. Counting to 10 (rote)	80. Devise as many "real" counting situations as possible. As tadpoles grow, you may need to transfer some to a new bowl. If so, make use of this opportunity to: Measure 10 cups of water (count as you pour); Drop 10 stones into bowl (count as they fall); Dip 10 tadpoles in (count as you dip); Tap glass 10 times with a fork (count the taps), and so on.
81. Numbers to 10	81. Write numbers 1 to 10 at random on blackboard (or use flashcards). Children should be able to read them instantly.
82. Imperative forms: Singular and plural Present Negative **Let's**	82. Make use of every opportunity to use and have children use these forms. The unit should provide plenty of occasion for this kind of practice. For example: (You two) bring some more water. Don't drop the bowl! Let's go to the pond. (You all) don't make any noise. Let's not go home.

Teaching Notes

1. Vocabulary Building

The approach of this unit is slightly less directed than in former units. Children are encouraged to use what language they know to say what *they* want to say. Since this will be new to them, be supportive, quick to supply needed vocabulary, and more appreciative of efforts than critical of errors.

2. A Possible Language Project

As the children offer their own ideas (Sections 75 to 78) they might wish to paint a picture to illustrate each idea. These pictures could then be numbered, and each "artist" could record his caption on tape. The pictures could be stapled together to form a talking book. These projects could serve in one or more of the following ways. For example:
A class record of their project;
A talking book for next year's grade one class to use;
A demonstration for a parent-teacher meeting.

Unit 11
Going Hunting

Time
Three weeks
Teaching point
Consolidation of TA forms, direct and inverse
Materials needed
- Toy guns, animal masks, toy bow and arrows
- Two large scary-looking cardboard bears
- Two hand puppets

Language	Suggested Activities
83. 2nd person on 3rd person 1st person on 3rd person (a) Singular on singular	83. "Hunter" leaves the room. The "hunted" hide. Hunter re-enters. (a) One hunter, one hunted. Do you see him? Yes/no, I see him.
(b) Singular on plural	(b) One hunter, two hunted. Do you see them? Yes/no, I see them.
(c) Plural on singular	(c)Two hunters, one hunted. Do you (plural) see him? Yes/no, we (exclusive) see him.
(d) Plural on plural	(d) Two hunters, two hunted. Do you (plural) see them? Yes/no, we (exclusive) see them.
84. Consolidation through vocabulary substitution **Do you hear him?** **Do you like the taste of him?** **Will you kill him?** **Will you eat him?**	84. Give hunter(s) gun(s) and put animal mask(s) on hunted. Dramatize a search in the forest, using vocabulary in the left-hand column of *this* section, with structures in Section 83.
85. 2nd person on 1st person 1st person on 2nd person (a) Singular on singular (b) Singular on plural (c) Plural on singular (d) Plural on plural	85. Treat in a similar way to Sections 83 and 84, except this time, hunted is the speaker. (a) Do you see me? (b) Do you see us (exclusive)? (c) Do you (plural) see me? (d) Do you (plural) see us? Note: For variety, some situations may be present day (use guns); others may be from long ago (use arrows). This will also provide opportunities to review Unit 9.
86. Review Unit 1, Section 1 New: **Hello**	86. Bring two hand puppets to class. Introduce one to the class, and then let that puppet introduce his friend. (At this point, you may also wish to teach an appropriate greeting, such as hello, shake hands, or whatever is said locally when meeting strangers.)

87. 3rd person singular on 1st, 2nd and 4th person plural

    (a) **He sees us** (exclusive)
    (b) **He sees us** (inclusive)

    (c) **He sees them** (obviative)
    (d) **He sees you** (plural)

88. 3rd person plural on 1st, 2nd and 4th person plural
    (a) **They see us** (exclusive)
    (b) **They see us** (inclusive).
    (c) **They see them** (obviative)
    (d) **They see you** (plural)

89. Consolidation through vocabulary substitution

90. Improvisation

87. Make a dramatic situation with two hand puppets. Set up one bear on blackboard ledge. Puppets are frightened and try to hide from the bear.
    (a) Puppet speaks to class (about two puppets).
    (b) Puppet speaks to other puppet (about two puppets).
    (c) Teacher speaks to class (about two puppets).
    (d) Teacher speaks to puppets.

88. Repeat work of Section 87, but use *two* bears. When the work is well understood, let children act out the parts of the puppets and the bears.

89. Use vocabulary of Section 84 with structures of Sections 87 and 88.

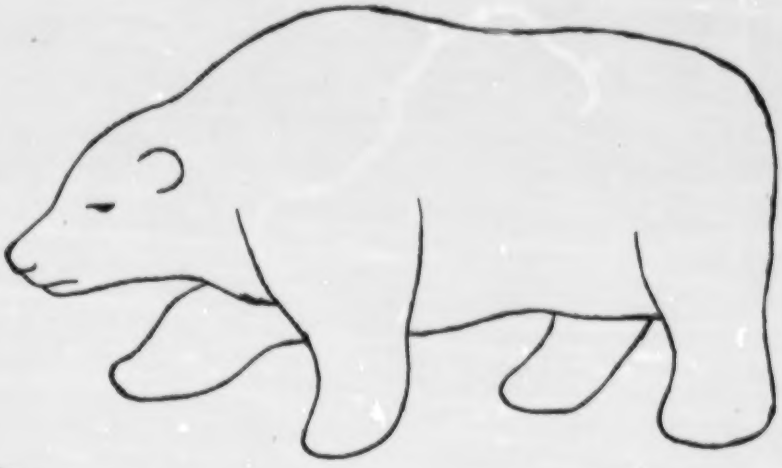
90. Let children improvise their own hunting scenes. Assist them with any vocabulary they may need.

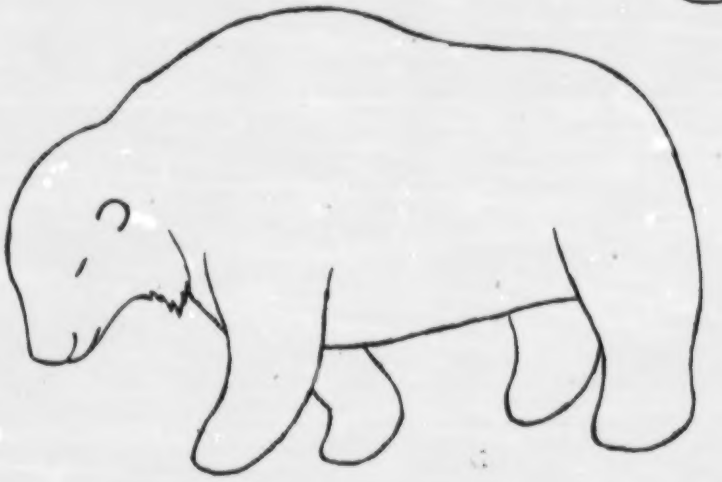
Teaching Notes

1. To add interest to dialogue in Sections 83, 84 and 85, let children add comments such as:
Sssh!
Give me the gun!
Where is he? etc.

2. Since this unit will be taught near the end of the year, when usually the weather is nice, and the children are getting a little restless, the subject matter has been planned in such a way that it could easily be adapted to outdoor teaching. Hunt in the schoolyard. Make use of outdoor possibilities, such as hiding behind trees, following footprints, etc.

Language note for Section 85, and others: You may find that some forms sound the same as others. For instance, in Section 85, items (b) and (d) may use the same word. If so, do not try to change the word to make a different form, but do act *each one* out separately, to attach *meaning* to the form, as it is said.





Talking Book*

Sammy Helps — Part 1

(Unit 2)

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*See instructions on page 8 for preparing a talking book.

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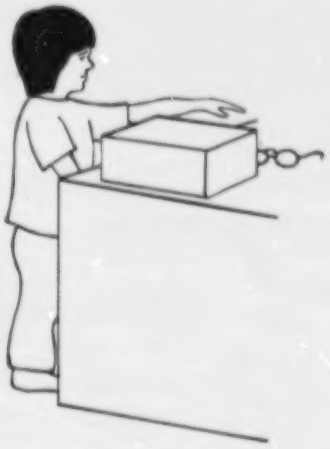

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21

Tape Script

1. This is Sammy.
2. This is Sammy's mother.
3. She's making bannock.
4. "Sammy, come here. **Help me!**" "What's the matter, Mom?"
5. "Lard – look for the lard." "I'll help you. I'll look for it."
6. "Here's the lard, in the cupboard."
7. This is Sammy's father.
8. He's building something.
9. "Sammy, come here. **Help me!**" "What's the matter, Dad?"
10. "The hammer – look for the hammer." "I'll help you. I'll look for it."
11. "Here it is, under the ladder."
12. This is Sammy's grandpa.
13. He's carving a moose.
14. "Sammy, **help your grandpa!**" "What's the matter?"
15. "His glasses – look for his glasses!" "I'll help him. I'll look for them."
16. "Here they are, behind the box."
17. This is Sammy's grandma.
18. She's making moccasins.
19. "Sammy, **help your grandma!**" "What's the matter?"
20. "She dropped the needle. Look for the needle." "I'll help her. I'll look for it."
21. "Here it is, between the (floor) boards."

Talking Book:
Sammy Helps — Part 2
(Unit 2)

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Tape Script

1. This is Sammy's (older) sister. Her name is Jane.
2. This is Sammy's (younger) sister. Her name is Emily.
3. Jane and Emily are washing clothes.
4. "Sammy – **help us!**" "What's the matter?"
5. "Bring more water." "I'll help you (plural). I'll get water."
6. "Here's water."
7. This is Sammy's (older) brother. His name is Tom.
8. This is Sammy's (younger) brother. His name is Josie.
9. Tom and Josie are chopping wood.
10. "Sammy! **Help them!**" "What's the matter?"
11. "Pile the wood." "I'll help them. I'll pile wood."
12. "There – finished!"
13. This is Sammy's little sister. Her name is Maudie.
14. "Sammy – **help Maudie!**" "What's the matter?"
15. "The ball – look for the ball!" "I'll help her. I'll look for it."
16. "Here's the ball, on the bed."
17. "Don't cry, Maudie, here's your ball."
18. "**Help us!**" (brothers carrying wood and it's slipping).
19. "**Help them!**" (sisters hanging out large blanket, trailing on ground).
20. "**Help me!**" (baby's ball rolled beyond reach).
21. "Thank you, Sammy!" (all siblings in a group).

Talking Book:
At the Hospital
(Unit 7)

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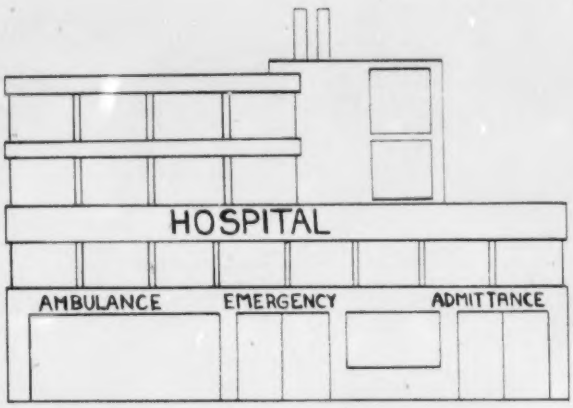

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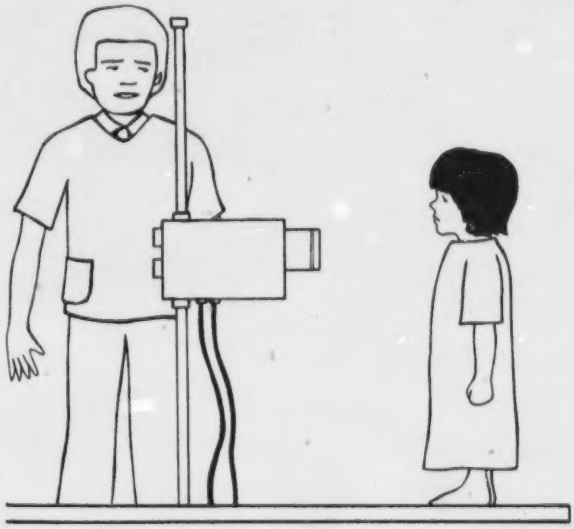

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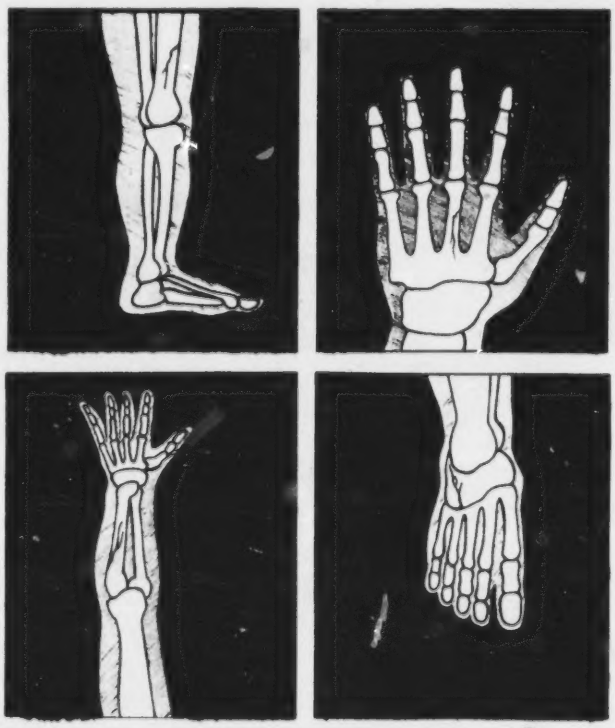

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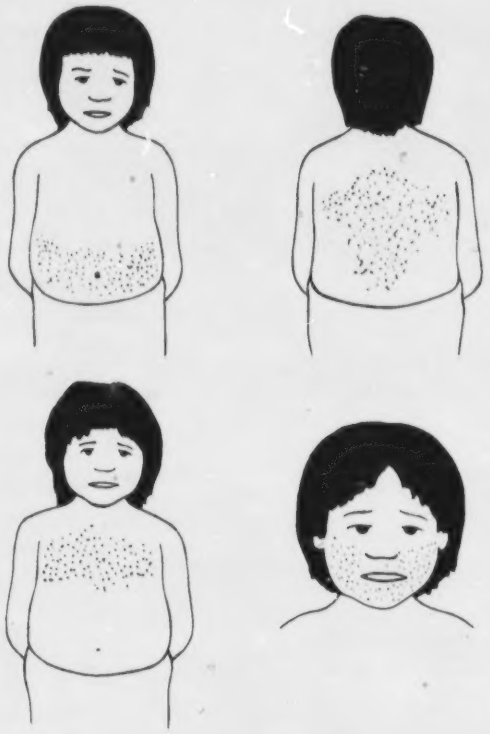

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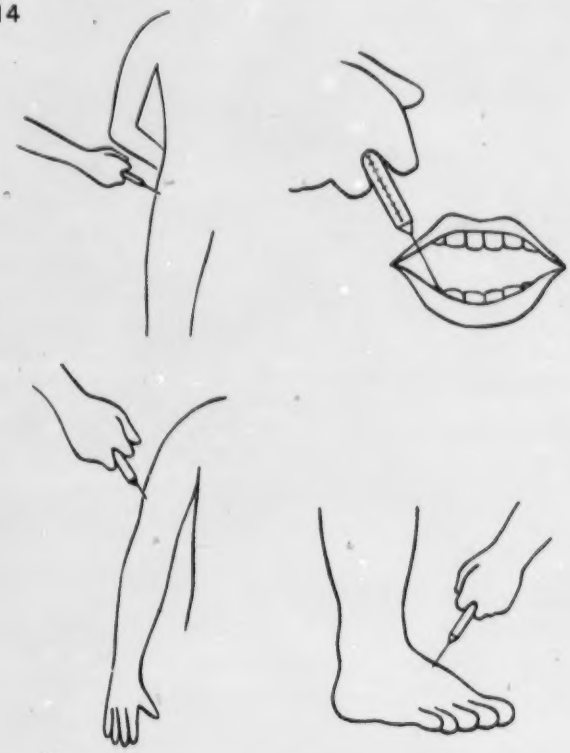

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Tape Script

1. At the hospital.
2. The children are sick.
3. Doctor.
4. Nurse.
5. They look after (take care of) the children.
6. The doctor X-rays.
7. I have a broken leg.
   I have a broken hand.
   I have a broken arm.
   I have a broken foot.
8. The nurse takes temperature.
9. I have measles.
10. My stomach is red.
    My back is red.
    My chest is red.
    My face is red.
11. The doctor is operating (or, there is an operation).

12. He operates on (or, cuts) my ear.
    He operates on my nose.
    He operates on my eye.
    He operates on my heart.
13. The nurse gives a needle.
14. In my hip.
    In my mouth.
    In my arm.
    In my foot.
15. Already I'm better. I'm going home.

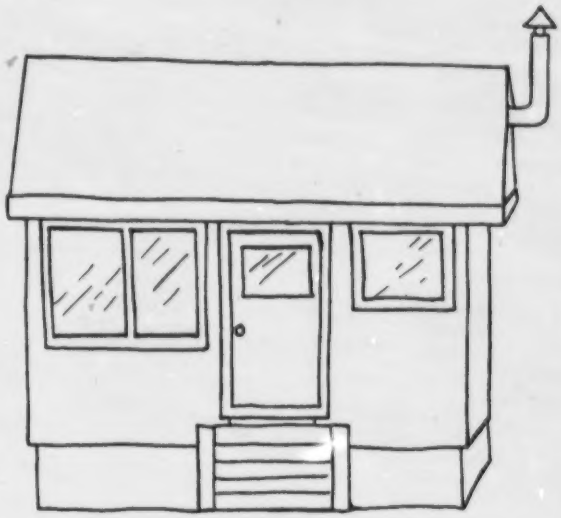
Note: Because of wide differences from one language area to another when talking about parts of the body, the script above may not be the best one for you. With minor changes in the (sets of four) pictures, it would be possible to work the script over to make it fit *your* area better.

My _____ is itchy.
My _____ hurts.
My _____ is swollen.
I bandage my _____.
I take medicine for my _____.
A bee stung my _____.

Talking Book:
Long Ago and Now
(Unit 9)

1a

1b



2a

2b

3 a

3 b

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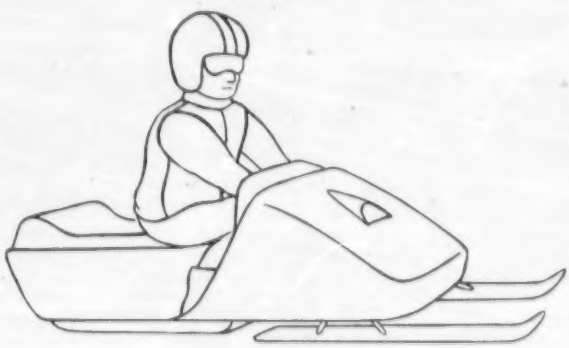
4 b

5 a

5 b

6 a

6 b



7 a

7 b

8 a

8 b

9 a

9 b

10 a

10 b

11 a

11 b

12 a

12 b

Tape script

1. Long ago people *used to live* in wigwams; now they live in houses.
2. Long ago people *used to wear* skin (clothing); now they wear cloth (clothing).
3. Long ago man *used to hunt* with bows and arrows; now they hunt with guns.
4. Long ago people *used to eat* forest food; now they eat store food.
5. Long ago children *used to learn* from legends; now they learn from books.
6. Long ago people *used to travel* by toboggan; now they travel by skidoo.
7. Long ago women *used to cook* on open fires; now they cook on stoves.
8. Long ago people *used to lay floors* of boughs; now they lay floors of wooden boards.
9. Long ago women *used to sew* with sinews; now they sew with thread.
10. Long ago people *used to measure* time by the sun; now they measure time by the clock.
11. Long ago children *used to play* with a ring game; now they play with manufactured toys.
12. Long ago people *used to write* on birchbark; now they write on paper.

Language Note: If the script, as it stands, does not elicit the preterit form for the underlined verbs, rewrite the subjects of each sentence as follows:

1. My parents.
2. My parents.
3. My grandfather.
4. My parents.
5. My (younger) siblings.
6. My father.
7. My grandmother.
8. My mother, my father.
9. My grandmother.
10. My grandfather.
11. My younger siblings.
12. My grandfather.

List of Teaching Materials and School Supplies for the Grade One Course

Teaching Materials

Unit 1
Construction paper, crayons
Stapler and staples

Unit 2
Large family figures (optional)
Talking book: Sammy Helps, pages 46 to 50
Faces from Unit 1
Articles for substitution drills (see Section 8): eggs, nails, etc.

Unit 3
Cardboard carton doll's house
Magazine pictures of furniture (mounted)
Plasticene and/or wood blocks for furniture construction
Pipecleaner dolls

Unit 4
Ingredients and utensils for making bannock
Food package (bannock materials)
Two toy telephones
Pictures of various items of food, of same gender as bannock (mounted)

Unit 5
Two or three boxes wrapped as Christmas presents
At least one white envelope for each member of class
Crayons, scissors
One sheet of drawings of "presents" for each member of class, page 25
One "real" article for each illustration on sheet above
Toy money

Unit 6
Real black articles, real white articles (for example, black shoe, white handkerchief, etc.)
Pictures of a variety of black and of white articles (mounted) Noun chart, page 29
Two large sheets Bristol board, red or yellow
One large sheet of newsprint, cans of black and white paint, large brushes

Unit 7
Talking book: At the Hospital, page 54
Toy articles (doctor's bag, bandages, etc.) for playing hospital
Jointed man, jointed dog (page 32), flannelboard
Black and white construction paper, paper fasteners, scissors

Unit 8
Flannelgraph dolls and dolls' clothes, flannelboard, weather symbols (pages 35 to 37)
Season cards (four or six), page 38
Magazine pictures showing weather change through the seasons
Weather calendar-of-the-month, page 35
Various items of real clothing; a real thermometer (optional)
Two toy telephones (optional)

Unit 9
Talking book: Long Ago and Now, page 59
Play articles for pretending about long ago, such as wigwam, bow and arrow, etc. (optional)

Unit 10
Container and maintenance materials for tadpoles
Newsprint, paint, brushes
Tape recorder (optional)

Unit 11
Toy guns and/or bows and arrows
Animal masks, page 45
Two large cardboard bears, page 45
Two hand puppets

School Supplies (per class)

Construction paper, 8½ x 11 inches: one package each of brown, white, and black, three packages vari-coloured
Paste: one box cold water paste
Butcher paper: one roll
Bristol board: four sheets each of red and yellow; 100 sheets white
Oak (or manilla) tag, 11 x 17 inches: one package (100 sheets per package)
Paper fasteners: five packages (100 per package)
Crayons: one box per child
White envelopes, letter size: three dozen
Plasticene: one piece per child
Felt pens: one dozen black; one dozen various colours
File folders: four dozen
Pipecleaners: two dozen
Rubber cement: 24 bottles
Library tape: 200-foot roll
Newsprint, 24 x 100 inches: 1000 sheets
Tempera paint, all colours, and brushes
Mimeograph paper, white 8½ x 11 inches: 1000 sheets
One box stencils: ditto or mimeograph
Six 30-minute cassette tapes

List of Language Structures for the Grade One Course

(Numbers refer to sections unless otherwise indicated)

Verbs, independent order
II, 61, 62
AI, Unit 6
TI, Unit 6
TA, Unit 4, Unit 11
TA (with indirect object), 30, 33, 35

Negative forms, 36, 43–45
Interrogative forms (yes/no questions), 36, 43-45
Voluntive, 64, 76
Past tense, 36

Verbs, imperative order
AI, 3
TI, 12, 13, 18
TA, Unit 2, 70
Negative forms, 82

Verbs, preterit aspect
Neutral, 67, 78, 79
Interrogative and negative, 68

Pronouns
Personal, 2, 48, 49
This, that, 18, 27
Possessives, 4, 50, 51, 52
Here, there, 4, 11
Something, someone, 46

Nouns
Possessives (body parts), Unit 7
Possessives (kinship terms), Unit 2, 14
Possessives (regular), 4, 50–52
Diminutives, 11, 47
Locatives, 13, 15, 17, 32, 66, 69
Incorporation possibilities, Unit 7, Unit 8
Peioratives, 47

Counting
28, 72, 80, 81

Glossary

Active Knowledge
The ability to speak the language being taught. This ability follows a passive knowledge of the language.

AI Verbs
Animate, intransitive. The subject of the verb is animate and the verb is intransitive.

Animate (see *gender*)

A–V Materials (audio-visual)
Materials that help the teacher teach by means of the pupils' ears (tapes, records, etc.) or eyes (pictures, films, charts, etc.).

Conjunct
An order of the verb in Algonkian languages in which the verb does not stand alone, but in conjunction with another main element. Used in many ways, such as in subordinate clauses, content questions, etc.

Consolidation
Using material just learned in a variety of ways in order to make it become familiar.

Core Program
Program in which a period of time (usually daily) is set aside to teach the second language.

Course of Studies
Written program which tells what to teach and in what order to each it. Sometimes such courses will also give suggestions on *how* to teach the material.

Curriculum
The total of all things that go into the teaching of any subject: teacher's knowledge, materials, course of studies, activities, teaching methods, etc.

Diminutive
The form of a noun which indicates smallness.

Dubitative
A form of the verb in Algonkian languages which expresses the possibility of doubt.

Exclusive
Term used to describe the 1st person plural form of the verb when the person being spoken to is *excluded* from the action of the verb (such as, he and I).
Compare *inclusive*.

First Language
The language a child learns first (from the time he is born until he is ready to begin school).

Gender
The structural class to which a noun belongs. The gender of a noun often affects other parts of speech with which it has do.

Gender – Animate
A class of nouns in Algonkian languages including all living things, and other things that are *classified* as living.

Gender – Inanimate
A class of nouns in Algonkian languages which include all things not *classified* as living.

II Verbs
Inanimate, intransitive. The subject of the verb is inanimate, and the verb is intransitive.

Imperative
The order of the verb in which commands are given.

Implications for Utterance
The probability that for any piece of language taught, the student will have occasion to *use* that piece of language outside the classroom. One test of good lesson material is that the IFU be 80% or higher.

Inanimate (see *gender*)

Inclusive
Term used to describe the 1st person plural form of the verb when the person being spoken to is *included* in the action of the verb (such as you and I). Compare *exclusive*.

Incorporation of the Noun
A form of the verb in which the noun object of the verb is incorporated, or placed right into the middle of the verb as a part of it. For instance, in most Algonkian languages, the noun "coat" is usually incorporated into the verb in the sentence "Put on your coat."

Independent
An order of the verb in Algonkian languages in which the verb stands alone (for contrast, see *conjunct*).

Integration
Joining and applying material just learned to material already known.

Intentive (see *voluntive*)

Interrogative
The form which asks a question.

Intransitive
A verb that does not take an object. For instance: Eat! (or) He ate. (Compare with *transitive* examples.)

Kinship Terms
Words used to identify people who are related, such as, my father, her aunt, etc.

Locative
The form of a noun that indicates location, such as, on the table, in the lake, etc.

Negative
The form which indicates "not" or "don't", such as, he's not sick; don't go away.

Obviative
The *second* 3rd person. For example, in the sentence "Jake shot the moose who staggered and fell on him", "Jake" and "him" are 3rd person forms, and "moose" and "who" are 4th person (or obviative) forms.

Passive Knowledge
Ability to understand the language being taught. The ability precedes an active knowledge of the language.

Pattern (see *structure*)
A meaningful arrangement of words which recur systematically, and may allow for word substitution. In the pattern "the house", the blank could be filled by: green, little, brick, etc., and house could be changed to many other nouns.

Pejorative
The form of a noun which indicates that the noun is unattractive or undesirable.

Person
1st (me), 2nd (you), 3rd (him), 4th (the other him).

Plural
More than one.

Preterit
An aspect of the verb showing action in the past that was intended but unrealized, or that was cut off and no longer occurs, or that happened in the remote past.

Pronouns – Demonstrative
This, that, these, those.

Pronouns – Personal
I, you, he, she, we, they, me, him, her, them.

Pronouns – Possessive
My, your, his, her, our, their.

Questions – Content
Questions beginning with words such as who, what, where, when, why, how, etc., must use the conjunct order.

Questions – Yes/No
Questions that can be answered by saying yes or no may use the independent order.

Rote Counting
Counting one, two, three, etc., without reference to what is being counted.

Second Language
The language a child learns after he can speak his first language.

Singular
One

Structure – Language Structure
The way a language works, such as, the way words fit together, etc.

Structure (see *pattern*)

Subject–Object Combinations
For example: 1 on 3 = I see him; 2 on 1 = you see me; 3 on 4 = he sees him.

Substitution
Replacing one word with another in a place where it fits. For example: the *cat* is black; the *dog* is black. Dog is a substitution for cat.

TA Verbs
Transitive, animate. The verb is transitive, and the object of the verb is animate.

TI Verbs
Transitive, inanimate. The verb is transitive, and the object of the verb is inanimate.

Transitive
A verb that takes an object. For instance, eat the fish (the object is *fish*, so eat is transitive). He ate it (the object is *it*, so ate is transitive. (Compare with *intransitive* examples.)

Vocabulary
The words that are used (such as cat, walk, big, etc.) in contrast to *structure* items such as "s" in cats, "est" in biggest, "ed" in walked, etc.

Voluntive
Also called intentive. Form of the verb that expresses desire, intention, or future time. Usually expressed by the syllable "wi".